

Mission: *Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.*

Vision: *Respect – Pride – Excellence for All*

AGENDA
BOARD OF EDUCATION – SPECIAL MEETING
Instructional Planning Center/Huron Arena
January 28, 2019
5:30 p.m.

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Adoption of the Agenda**
5. **Dates to Remember**

January 28	HHS Registration Open House 5:30 – 8:45
February 11	Board of Education Meeting 5:30 p.m. – IPC
February 13	Early Release
February 18	President’s Day – No School
February 19	ASBSD Legislative Day - Pierre
February 22	Deadline for Filing Nominating Petition – 5:00 p.m.
February 25	Board of Education Meeting 5:30 p.m. – IPC
March 6	Early Release
March 11 & 12	HMS Parent/Teacher Conferences 4:00 – 7:15
March 15	Spring Break – No School
March 26	HHS Parent/Teacher Conferences 5:30 – 8:45
May 30	Last Day of School Due to 2 Snow Days
6. **Community Input on Items Not on the Agenda**
7. **Conflict Disclosure and Consideration of Waivers** – The School Board will review the disclosures and determine if the transactions or the terms of the contracts are fair, reasonable, and not contrary to the public interest.
 - a)
8. **CONSENT AGENDA**

The Superintendent of Schools recommends approval of the following:

 - a) **Board Approval of New Hires**

As was mentioned previously, classified personnel, substitute teachers/classroom aides, and volunteers must be approved in order to be covered by our workers’ compensation plan.

 - 1) Beth Emmert / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 2) Louise Hasche / Substitute Teacher - \$120 per day / Substitute Para-Educator - \$13.98 per hour
 - 3) Joni Packard / Bus Driver/Transportation Building Custodian/Fleet Vehicle-Activity Bus Detailer / \$36,911
 - b) **Contracts for Board Approval**
 - 1)
 - c) **Resignations for Board Approval**
 - 1) Joel Mudge / Substitute Bus Driver & Assistant Mechanic / 1 year
 - 2) Jody Berg / Special Education Para-Educator – Madison / 6 years
 - d) **Consideration and Approval of Bills** – See attached list

- e) **Intent to Apply for Grant Funding Group Applying**
 - Contact Person Amy Schoenfelder
 - Name of Award Spirit Card
 - Name of Funder American Bank & Trust
 - Amount to be Requested \$512.82
 - Project Focus Regency 1700RD Grow Height Adjustable Stools

- f) **Intent to Apply for Grant Funding Group Applying**
 - Contact Person Michelle Hotchkiss
 - Name of Award Michelle Hotchkiss
 - Name of Funder Spirit Card
 - Amount to be Requested American Bank & Trust \$100.00
 - Project Focus Art Supplies Including Canvas Boards & Paints

(The consent agenda may be approved with one motion. However, if a board member wishes to separate an item for discussion, he may do so.)

9. **CELEBRATE SUCCESSES IN THE DISTRICT:
CONGRATULATIONS:**

- **Erica Zell (11th) - for setting a new school record in Vault with a score of 9.3.**

THANK YOU TO:

10. **REPORTS TO THE BOARD:**

- a) **Classified Employee of the Month – Presented by Heather Rozell**
Jodi Walter, Speech Language Pathologist Assistant – Madison 2-3 Center, has been selected as Classified Employee of the Month for January 2019. Nomination comments are included in this packet. Congratulations Jodi!
- b) **Good News Report – Special Education - Lori Wehlander**
- c) **LAN Report – Tim Van Berkum**
- d) **Superintendent’s Report**

11. **OLD BUSINESS**

- a) **HS Library Handbook – Library Media Centers’ Policies & Procedures Manual – Superintendent Recommends Approval**
- b) **Section A Policy Review - Repeat 2nd Reading**
- c) **Policy Changes – 1st Reading**
Policy EEACC – Student Conduct on School Buses – Revise and Change Code to JFCC
Policy EEACC-R (Regulation) – Student Conduct on School Buses (Regulation) – Revise and Change Code to JFCC-R
- d) **Tiger After-School Program Handbook – Proposed Change – Superintendent Recommends Approval**
- e) **Calendar Recommendation – Superintendent Recommends Approval of the Post Labor Day Start Calendar as Proposed**

12. NEW BUSINESS

The following policies contain clarification of the changes in the classified negotiated agreement, as ratified in May 2018. Superintendent recommends approval of the wording in the following policies:

- a) Policy GDBD-1(N) – Support Staff Leaves & Absences – Sick Leave Plan / Class I
- b) Policy GDBD-1a(N) – Support Staff Leaves & Absences – Sick Leave Plan / Class I, III, and IV
- c) Policy GDBD-9.1(N) – Class I Classified Short Term Leave

13. ADJOURNMENT

**Huron School District
New Hire Justification**

Date: January 23, 2019

Applicant Information

Applicant Name: Joni Packard

Address: 40342 US Hwy 14 East

Phone: 605-354-3535

Education: Some college

Experience: 4 years custodian at HMS & 4 years driving bus (Rt #16)

References:

Reason for New Hire

New Position: No

Replacement: Joel Mudge (resigned)

Position Information

Department: Transportation

Position: Route bus driver, building custodian, and fleet vehicle/activity bus detailer

Supervisor: Kathie Bostrom

Responsibilities: Driving a regular bus route (AM & PM runs), all of the custodian duties for the Transportation Department, detailing the fleet vehicles inside and out for scheduled check outs, and having all of the activity buses detailed inside and out for scheduled activities.

Hours: 7:00 am – 4:00 pm

Hiring Information

Wages: Joni's current salary (step 2 -- \$36,911)

Classification: Class 1

Wage Justification: Current District employee on step 2. She would retain her current salary.

Start Date: Monday, January 28, 2019

Requested by: Kathie Bostrom



SCHOOL DISTRICT
Business Office

Kelly Christopherson
Business Manager
150 5th St. SW
Huron, SD 57350
P: (605) 353-6995
F: (605) 353-6994
kelly.christopherson@k12.sd.us

January 15, 2019

Terry D. Nebelsick, Ed.S
Superintendent of Schools
150 5th St. SW
Huron, SD 57350

Dear Mr. Nebelsick,

Mr. Joel Mudge verbally resigned his position in the Transportation Department at the end of the day on January 14, 2019.

Kathie Bostrom and I both witnessed the resignation.

Sincerely,


Kelly Christopherson
Business Manager

1/17/19

Dear Whom It May Concern:

Due to health reasons I am resigning effective 1/23/19. I enjoy my job and hope to return when my health issues are resolved.

Jody Berg


1/17/19

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>	
<u>Checking</u>				
	1			
Checking	1	Fund: 10 GENERAL FUND		
NORTHWESTERN ENERGY		UTILITIES	2,388.48	
ZIMMERMAN, MARK		PROV SVC	1,464.60	
		Fund Total:		3,853.08
Checking	1	Fund: 22 SPECIAL EDUCATION FUND		
OSNES, PAMELA		PROF SVC	1,568.88	
		Fund Total:		1,568.88
		Checking Account Total:		5,421.96

I have 4 of these in my classroom and they are used every day. The kids love them and they help keep students seated and on task!



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

SCHOOL DISTRICT

INTENT TO APPLY FOR GRANT FUNDING

Any person or group applying for grant funds is expected to complete this form prior to submitting any grants or requesting funds that will impact the Huron School District.

Date: 1/14/19 Contact Person: Amy Schoenfelder

Group Applying: _____

Name of Grant/Award: Spirit Card

Name of Funder: American Bank + Trust Contact Person _____

Amount to be Requested: \$512.82 Funder's Submission Due Date: Feb 1, 2019

Project Focus: Regency 1700RD Grow Height Adjustable stools

How awarded amount received? Full amount up front Reimbursement

Are any follow up reports required? Yes No If yes, when are they due? _____

Is any District funding, resource, or in-kind commitment required now or in the future? Yes No

If yes, please list by dollar amount and/or in-kind service/support. Please be specific.

Please note:

- o Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- o A copy of the completed grant application must be available upon request.
- o The person or group applying will need to submit the following documentation to the business offices:
 - o If and when the grant is awarded, a copy of the award letter.
 - o If any follow-up reports are required, a copy of the report.

A copy of this request with signatures will be returned to the contact person above when the application is reviewed, allowing the application to proceed.

Signature: [Signature] 1/14/19
Building/Department Administrator Date

Signature: [Signature] 1/15/19
Linda J Pietz, Director of Curriculum, Instruction & Assessment Date

Signature: [Signature] 1-16-2019
Kelly Christopherson, Business Manager Date

Presented to School Board: _____



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

INTENT TO APPLY FOR GRANT FUNDING

Any person or group applying for grant funds is expected to complete this form prior to submitting any grants or requesting funds that will impact the Huron School District.

Date: 1-15-19 Contact Person: _____

Group Applying: Michelle Hotchkiss - 5th Grade Teacher

Name of Grant/Award: Spirit Cards

Name of Funder: American Bank + Trust Contact Person: Whitney Ward

Amount to be Requested: \$100. Funder's Submission Due Date: Feb. 1st, 2019

Project Focus: Art supplies including canvas boards and paints

How awarded amount received? Full amount up front Reimbursement

Are any follow up reports required? Yes No If yes, when are they due? _____

Is any District funding, resource, or in-kind commitment required now or in the future? Yes No

If yes, please list by dollar amount and/or in-kind service/support. Please be specific.

Please note:

- Each school/individual will be responsible for submitting and following through on the grant application process unless other arrangements have been made.
- A copy of the completed grant application must be available upon request.
- The person or group applying will need to submit the following documentation to the business offices:
 - If and when the grant is awarded, a copy of the award letter.
 - If any follow-up reports are required, a copy of the report.

A copy of this request with signatures will be returned to the contact person above when the application is reviewed, allowing the application to proceed.

Signature: [Signature] 1-16-19
Building/Department Administrator Date

Signature: [Signature] 1-22-19
Linda J Pietz, Director of Curriculum, Instruction & Assessment Date

Signature: [Signature] 1-22-2019
Kelly Christopherson, Business Manager Date

Presented to School Board: _____

Classified Employee of the Month

Name	<u>Jodi Walter</u>
Position	<u>Speech Language Pathologist Assistant</u>
Date	<u>January 2019</u>

The staff of the Madison 2-3 Center would like to nominate Jodi Walter, Speech Language Pathologist Assistant, for the Classified Employee of the month. Jodi is a hard worker and a team player. Below are some of the things Jodi's co-workers wrote about her:

- Jodi is very devoted to her work.
- She meets the needs of all students at Madison School at breakfast, in the hallway, office or in the speech room.
- Jodi is dedicated to helping students become successful.
- She's a great team player. She works extremely well with all staff to meet student needs.
- She has a great sense of humor and shares that with the staff and students.
- Jodi is flexible. She makes sure that student's schedules and needs are met each day for students to be successful.
- She enjoys her job and truly exemplifies her joy by the way she works and interacts with students and staff.
- Jodi celebrates student successes and encourages them to do their best.
- Jodi is always friendly to the staff and students. She is very patient with all the students.
- As she's walking students to and from their class, she takes time to interact with them on a personal level and makes a connection with each student.
- She always puts the students first and has a positive attitude.
- Jodi is kind to everyone she comes in contact with. Her smile, her laugh, and her sense of humor are contagious.
- Madison School students and staff are blessed with the special gifts Jodi brings to her job and how she shares those gifts with us every day!

We all enjoy Jodi and are extremely grateful to have her with us at the Madison 2-3 Center. "Thank you" Jodi!

Madison 2-3 Center Staff

Changes to the HS library handbook were made to include a permission form for Middle School students to use High School library materials. The changes are highlighted in yellow and are pp. 23-24.

There is an explanation of the permission for MS students to use the HS library materials, and the form that the student and parents will fill out and have signed by the librarian, principal and director of instruction.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

TABLE OF CONTENTS

Huron School District Mission Statement.....	2
Huron School District LMC Mission Statement.....	2
Philosophy.....	3
Elementary Personnel.....	4
Elementary Classified Librarian Job Description.....	5
Elementary Services.....	6
Elementary Policies & Procedures.....	7
Overview of Library Media Specialists' Responsibilities.....	8
Huron Middle School Library Aide Job Description.....	9
Huron Middle School LMC Policies & Procedures.....	10
Huron High School Library Aide Job Description.....	11
Huron High School LMC Policies & Procedures.....	12-13
Procedure for Selection of Curriculum & Library Materials....	14
Criteria & Procedures for Selection.....	15
Donation Policy.....	16
Weeding Policy.....	16-18
Documents and Forms.....	19
Procedure for Reconsideration of Curriculum & LMC Materials.....	20
Form for Citizen's Request of Reconsideration of Instructional/Curriculum/LMC Materials.....	21-22
Permission Form for Middle School Students to use High School library materials.....	23-24
Copyright Policy.....	25
Privacy Statement.....	26
Library Bill of Rights.....	27
The Freedom to Read.....	28-31
The Students' Right to Read.....	32-36
Donation Acknowledgement Form.....	37
Huron School District Equipment Sold, Traded, Destroyed Form.....	38
Library Aide Evaluation Report.....	39
Certified Librarian Observation Record.....	40-44

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

HURON DISTRICT MISSION STATEMENT

Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS'
MISSION STATEMENT**

Students will develop the ability to access, evaluate, and use information in a variety of formats as well as a lifetime reading habit.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

PHILOSOPHY

Huron School District Library Media Centers

- are an integral part of the district's educational system assisting staff and students in the learning process.
- are responsible for the development of a comprehensive collection that is timely and based upon abilities, interest, and the needs of students and staff.
- provide physical and intellectual access to information in all available formats.
- provide learning opportunities that encourage knowledgeable users and creators of information.
- provide assistance in the use of instructional and professional technology.
- provide full support of curriculum and district/state standards.
- share responsibility with instructors in the teaching of information literacy and research skills.
- provide each student with the opportunity to develop a lifelong reading habit.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

ELEMENTARY PERSONNEL

Elementary library media centers are staffed by library para-educators. There may be RSVP and parent volunteers in each center who help with special projects and clerical work.

All classified librarians may have various other duties as assigned by the building principals in addition to their media center work.

HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

ELEMENTARY CLASSIFIED LIBRARIAN JOB DESCRIPTION

I. Clerical duties.

- A. Circulation – check books in and out and re-shelve.
- B. Maintain records by doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Do minor book repair.
- E. Follow a regular weeding rotation schedule.
- F. Provide information for state library statistical report at the end of the year.
- G. Remove books stamped “discarded” from catalog and stacks.
- H. Book selection – keep current with trends and curriculum using recommended titles from library journals.
- I. Check other sources for materials not located in the building media center.
- J. Meet with supervisor on a regular basis.

II. Media center atmosphere.

- A. Provide bulletin boards and book displays.
- B. Promote and organize reading promotions.
- C. Conduct book fairs.
- D. Keep the center neat and well organized.
- E. Maintain discipline with students at all times.

III. Patron services.

- A. Instruct the students in the use of the catalog and the finding of books in the stacks.
- B. Assist the students in book selection and research, etc.
- C. Be of assistance to teachers and staff members in the selection of materials to support the curriculum.
- D. Work with teachers in the scheduling of library time for their classes.
- E. Conduct a storytime for kindergarten and first grade students.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

ELEMENTARY SERVICES

Media services consist of information skills, curriculum support, material circulation, facility and resource sharing.

Interlibrary loans requests that cannot be fulfilled within the district elementary library media centers can be sent to the high school library media center for out-of-district loans via South Dakota Share-It. These interlibrary loans will be for a specific time period and must be returned on time or the high school center will lose the loan privileges for a year.

The primary focus of the elementary classified librarian is to acquaint the students with library procedures and to teach information literacy, which is a life-long skill. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/>). These skills will prepare students for middle school and high school library media center use with confidence.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

ELEMENTARY POLICIES & PROCEDURES

LIBRARY HOURS

Elementary Libraries are open various hours. Please check with the building office for library hours.

CIRCULATION PROCEDURES:

- **Student checkouts – books:** Check with individual library
- **Overdues:** Notices are sent out to students as needed. Notes are sent home to parents regarding payment for lost or damaged books.
- **Staff checkouts:** Teachers and staff members may check out books, periodicals, and AV material and equipment for an unlimited time.

EQUIPMENT MAINTENANCE:

Major repairs are taken care of by technology personnel or sent out of district to local repair businesses.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

OVERVIEW OF CERTIFIED LIBRARY MEDIA SPECIALISTS' RESPONSIBILITIES Administrative

Schedule, train, and supervise the adult and student aides, and volunteers.

Coordinate library media center attendance, publicity, public relations, routines, media programs, and regulations.

Collection development--evaluate, select and weed periodicals, books, audio-visual materials/equipment, and hard/software.

Supervise the online catalog and circulation of media materials/equipment. Maintain Destiny website.

Evaluate media services in terms of local needs and regional, state, and federal standards.

Maintain the financial and statistical records of the media center. Complete the South Dakota State Library statistical report for the district.

Cooperate with administration and school organizations and attend department and faculty meetings and in-service. Prepare for and direct district library meetings.

Promote the importance of library media centers in education by serving on community-wide projects, speaking to local organizations, and presenting to the school board.

Acquire, process, distribute, and inventory all materials and equipment, as well as choose those items needing to be rebound, repaired, or discarded.

Provide an opportunity for staff and student participation in the selection of media center materials.

Complete minor equipment repair and complete work order forms for major repairs.

Participate actively in media and education associations.

Read for professional growth and information.

Instructional

Provide media services, materials, and equipment to meet the needs of the school curriculum.

Provide reference services, bibliographies, and reading guidance for staff and students.

Provide traditional and innovative resources for use as teaching and learning tools.

Information literacy and critical thinking. This process will be guided by the current South Dakota School Library Standards (access at <http://doe.sd.gov/contentstandards/>).

Encourage collaboration between classroom faculty, students and the library media specialist.

Assist students and staff with technology when able. Prepare special equipment requests (LCDs etc)

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

MIDDLE SCHOOL LIBRARY AIDE JOB DESCRIPTION

I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:

- A. Circulation – assign patron barcodes, create and maintain patron library records, check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on Follett as needed, and doing periodical backups and overdue notices.
- C. Process materials in a timely manner using the electronic library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection, removing of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Assist with scheduling of equipment use, computer lab time, and class time in the library.
- H. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- I. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- J. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory and an accounting of all teacher-use materials/equipment.
- K. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- L. Help with instruction of student aides, volunteers, and substitutes as to their duties, and of staff in the use and basic maintenance of AV equipment and computers.

II. The aide will assist the SLMS in maintaining a positive media center atmosphere.

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**MIDDLE SCHOOL LIBRARY MEDIA CENTER
POLICIES AND PROCEDURES**

- The library media center is available during the day from 8:00 – 3:30.
- Materials may be checked out to middle school students, staff, volunteers, and parents.
- Staff from other district buildings may check out materials.

Circulation policy for

Students:

Books – two weeks
Reference – overnight

Staff:

Books - unlimited
Reference - overnight
Equipment – staff only

Overdue Notices:

A list of students with overdue library materials is distributed to teachers.

Fines:

All materials – five cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

HIGH SCHOOL LIBRARY AIDE JOB DESCRIPTION

I. The aide will assist the SLMS (School Library Media Specialist) with the following clerical duties:

- A. Circulation –check books in and out and re-shelve, assess and collect fines.
- B. Maintain records by updating patron and materials information and policies on electronic library system as needed.
- C. Process materials in a timely manner using the Follett Library system.
- D. Daily processing of newspapers and periodicals.
- E. Evaluate materials and AV equipment for needed repairs, do minor repairs and troubleshooting, keep track of book and equipment parts replacement needs, as well as keeping a supply inventory.
- F. Weeding of the collection and the removal of “discarded” books from the catalog and stacks, and listing gaps in the collection as a result of the weeding.
- G. Book selection -making suggestions for new books to purchase using recommended titles from library publications, catalogs, and circulation statistics, and maintaining a new materials request list from students and staff.
- H. Check other sources for materials not located in the building media center in regard to interlibrary loans.
- I. Assist in the preparation of the library for the school year and closing out the year with an automated collection inventory.
- J. Help provide statistics for the completion of the state library statistical report at the end of each school year.
- K. Help with the instruction of student aides, volunteers, and substitutes as to their duties.

II. The aide will assist the SLMS in maintaining a positive media center atmosphere.

- A. Maintain and rotate appropriate current bulletin boards and book displays.
- B. Promote reading by recommending books to teachers and students in various formats (displays, book talks, bibliographies, etc.).
- C. Assist in keeping the center neat and well organized.
- D. Maintain student discipline at all times.

III. The aide will assist the SLMS with the following patron services.

- A. Assist the students in book selection and research, the use of the catalog, the finding of books in the stacks, and computer use.
- B. Be of assistance to teachers and staff members in the selection of materials to support the curriculum and by developing bibliographical lists.
- C. Oversee the taking of makeup tests by students in the library.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HIGH SCHOOL LIBRARY MEDIA CENTER
POLICIES & PROCEDURES**

- The library media center is available during the day from 7:30 am -3:30 pm.
- Materials may be checked out to high school students and staff, Pride High students and staff, staff from other buildings in the district, and to students from other buildings after review for appropriateness of materials.
- HHS students and staff must have current HHS ID in order to check out library materials.

Circulation Policy for HHS Students:

Books—14 school days
Periodicals (back issues)—overnight
Reference & Teacher Edition books—5 school days
AV Equipment—one class period

Circulation Policy for HHS Staff:

Books—unlimited use
Periodicals—overnight
Reference and Teacher Edition books—10 school days
Av Equipment—unlimited use

Overdue Notices:

Automated email notices will be generated by Destiny each Monday. These emails contain information on materials checked out, overdue materials and estimated fines. Fines not paid by the end of the year will be posted on DDN Campus.

Fines:

All materials – ten cents a day after a three-day grace period, except a one-day grace period for temporary and overnight materials.

Payment of fines:

Students may pay book fines with cash or appropriate books and magazines in good condition. The magazines should have a publication date

HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

within the last year. School supply and printing charges must be paid with cash.

Lost Books:

Items that are lost must be paid for at replacement cost. Should the item be returned within 2 weeks of the close of school, the student will receive a full refund if book was reported "lost" in a timely manner.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

PROCEDURES FOR SELECTION OF CURRICULUM AND LIBRARY/MEDIA MATERIALS

Objectives for Selection

The Huron School District hereby declares that its selection procedures are

1. to provide a wide range of curriculum and library materials on all levels of difficulty, to enrich and support the curriculum and the personal needs of the students, taking into consideration their varied interests, abilities, maturity levels, learning styles and diverse backgrounds.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical reading and thinking.
5. to provide materials that represent the many religious, ethnic and cultural groups, and reflect their contributions to our American heritage.
6. to place principle above personal opinion and reason above prejudice in the selection of curriculum and library materials.

Responsibility for Selection

The Huron School District Board of Education is legally responsible for the operation of the school. The selection of materials for the Huron School District Library Media Centers is the assigned responsibility of the professionally trained media center personnel. Members of the administration, faculty, supervisors, students and community members are invited to make suggestions for purchases. These suggestions will be reviewed by the professional staff and selected based on selection objectives and criteria.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Criteria for Selection

Selection of media center materials is a continuous process, based on the needs of a constantly changing and evolving curriculum and the ever-changing and diverse interests and needs of patrons served. The educational goals of the school district, learning and teaching styles, and existing materials must be considered in the selection of media center resources.

Media center materials shall:

- support and contribute to the educational goals of the school, district and state.
- be appropriate for the subject area and age of the intended patron.
- represent differing viewpoints on controversial issues.
- have artistic, historic, and/or literary qualities or scientific accuracy.
- be current and up to date. Materials must be relevant to today's world—reflecting problems, aspirations, attitudes and ideals of a pluralistic society.
- have a physical format and appearance that is appropriate for intended use.
- meet the educational and recreational interests of all patrons.
- be selected for their strengths rather than rejected for their weaknesses.

Literary excellence may be the sole criterion for selection of some materials.

Meeting requirements of individuals with limited reading ability or limited vision may support the addition to the collection.

Books should have durable bindings and be physically attractive to the respective interest level.

eBooks should be available in a format and on hardware that is available to all students in particular schools.

Databases purchased for student use shall meet selection criteria.

Procedures for Selection

In selecting curriculum and library materials for purchase, professional personnel evaluate the existing collection and consult reputable, evaluation selection tools and, on occasion, consult students or adults with knowledge of the subject matter being considered.

Teachers from all departments and/or grade levels are consulted with for their recommendations for curriculum and library materials.

At the secondary level, one or more teachers may teach a course. No materials are purchased which do not meet the approval of all teacher(s) as well as the curriculum director.

The Huron School District Media Centers are given a budget for books, audiovisual materials, periodicals, and online database subscriptions. Additional budgets are allocated for supplies and capital outlays.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Audiovisual equipment needs are evaluated on a continuing basis. Criteria for replacement include: operating condition, age, need for equipment, cost of repair compared to new, and faculty recommendation. Necessary equipment will be purchased with library funds or building funds.

Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Donations and Gifts

Donations to Huron School District Library Media Centers are welcomed and appreciated, providing they meet the criteria of our selection policy. Donations that are accepted become the property of the Huron School District and are subject to the terms of the LMC Collection Development policy. Accepting gifts or donations is the responsibility of the professional library staff. Large donations shall be brought to the attention of school administrators.

Monetary gifts are welcomed and will be subject to the conditions listed in the previous paragraph. The professional library staff will treat these funds in the same manner as school district allocated monies.

Donors and library staff will fill out a "Donation Acknowledgement Form" in duplicate, one copy for the donor and one copy to be filed in the LMC. Donors must accept all conditions of the Collection Development Policy. (Form B1)

Interlibrary Loans

Due to limited budget, space and the amount of information that is available, the media center cannot provide all materials that are requested. Therefore, interlibrary loan is used to obtain materials that are beyond the scope of the Huron School District collection. In return for utilizing interlibrary loans to satisfy the need of our patrons, the Huron High School Library agrees to lend its materials to other libraries through the same interlibrary loan network, South Dakota Share-It.

Weeding Policy

The weeding or reevaluation of the library media center collection is an essential, continuous task. The process must be done to assure the media center collection is useful, accurate and relevant. In completing this task, the SLMS and community served must remember that books and materials in the media center are consumable items and are not meant to last forever. (Livingston, 1997) The SLMS must consider the School and Library Media Center Missions, the school's curriculum, collection and the clientele.

Goals:

- A balanced, up-to-date collection that is age and grade level appropriate
- To support changing curriculum
- To utilize space efficiently

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

- To pull items for repair, rebinding and replacement
- To provide best quality collection possible
- To provide inviting, clean atmosphere
- To correct mistakes

Guidelines:

Weeding and reevaluation will use the criteria of the selection policy. (See previous segment). The following are guidelines for removal from collection:

- Out-dated (Is a newer version or edition available?).
- Inaccurate, irrelevant
- Inappropriate
- Unneeded duplicate
- Biased, sexist or racial
- Has not circulated for five years
- Damaged, worn, missing pages, dirty—poor appearance
- Material may be obtained elsewhere
- Equipment no longer works or is obsolete
- Materials in obsolete formats
- Weed obvious items as they are handled

The following items should be considered for retention:

- Local interest items—titles, materials, authors
- Standard titles
- Rare or valuable items
- Items useful to special groups or individuals

Responsibility:

Reevaluation of media center items is the responsibility of the professionally trained media center personnel. Individual bias and interest are not allowed to dominate (Bushing).

What to do with removed items:

- Stamp with "Discard", remove pocket, remove record from electronic data bases, books removed from the library that will be destroyed should be torn and all labels removed.
- Items, other than books, purchased through capital outlay funds must have appropriate paperwork (destroy/move/surplus). (Form B4)
- Disposal of items that do not go to the surplus sale (i.e. books) are to be placed in the garbage if not placed in teachers' rooms or sold. Books may not be given away to individuals, but may be donated to the Public Library if they have been contacted and they agree to accept them.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

For help in weeding the SLMS may refer to one or more of the following:

- CREW
- Titlewave
- HW Wilson Senior High Catalog
- Age guidelines such as CREW and Titlewave
- Faculty when appropriate

**Documents
and
Forms**

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

PROCEDURE FOR RECONSIDERATION OF CURRICULUM AND LIBRARY MEDIA CENTER MATERIALS

The Huron School District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the Students' Right to Read of the National Council of Teachers of English, and The Freedom to Read statement of the ALA and AAP. (These three documents are included in the Appendix.)

When materials are challenged, the following procedures are to be used for reconsideration of curriculum and library materials:

1. Accept all verbal complaints in a courteous manner. Make no commitments. Complaints should be directed to the SLMS.
2. If unable to resolve the complaint informally, the complainant is informed of the selection procedure and is given a formal "Request for Reconsideration of Curriculum or Library Materials Form" that he/she may submit to the librarian. (Form follows this section)
3. The appropriate personnel are informed of the complaint.
4. Challenged materials continue to be used during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee and notifies the superintendent that such a review is taking place. The review committee, appointed by the principal, includes the curriculum coordinator, the media specialist, one or more classroom teachers, one or more parents, and one or more students (at the high school level only). The material is to be reviewed by the committee within 15 school days. Vacation days and weekend days are excluded.
6. The review committee takes the following steps after receiving the challenged materials:
 - a. reads, views, or listens to the material.
 - b. checks general acceptance of the material by reading reviews and consulting recommended lists.
 - c. determines the extent to which the material supports the curriculum.
 - d. judges the material for its strength and value as a whole and not in part.
7. The review committee presents a written recommendation to the superintendent and the board of education.
8. The challenged materials are retained or withdrawn as mandated by the decision of the board of education.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**CITIZEN'S REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL/CURRICULAR/LIBRARY MATERIALS**

School: _____

Name of Complainant: _____

Address: _____

Phone: _____

Complainant represents:

_____ Self

_____ Organization (name) _____

_____ Other Group _____

Author and title of challenged item _____

Type of material (e.g. book, film, etc.) _____

Source, publisher, producer, etc. _____

Copyright or release date _____

Date complainant reviewed material in its entirety _____

Describe and locate [e.g. page numbers in a book, scene(s) in a video, etc.] objectionable material.

Why does the complainant believe material is inappropriate for use? _____

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

What does the complainant believe might result from continued use of this material? _____

Are there conditions under which you believe this material might be a value to the instructional program?

What do you believe is the theme and purpose of this item? _____

Are you aware of the judgment of this work by critics or authoritative sources? _____

Are you aware of the instructional purpose for using this work? _____

What would you prefer your school personnel to do about this piece of material?

- _____ Do not assign or recommend it to my child.
- _____ Withdraw it from all students.
- _____ Withdraw it for re-evaluation by the department.
- _____ Restrict for special use under a specific teacher' guidance.
- _____ Assign alternative material.
- _____ Other

Upon receipt of this completed form, the principal will request review of the challenged material by an ad hoc review committee. The committee may consist of a teacher and/or department chairperson, principal, parent, students (when appropriate), curriculum specialist, media specialist. A committee shall be appointed and shall be convened within 20 days after the complaint has been filed with the school principal. Vacation days and weekend days are excluded, except during the summer.

Complainant

Date

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Permission for MS students to use HS library materials

On an individual basis, 6th, 7th, and 8th grade students may need to check out material from the high school library to coincide with the individual student's lexile reading level. These books have been screened for a high school library, and may contain language, violence, relationship, and other subject matter that is not age-appropriate for middle school children. Therefore, they will only be checked out with written permission from their parent/guardian, the high school librarian, the middle school principal, and the director of instruction. These permission forms will be kept on file at the high school library. See next page for permission form.

HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL



Huron High School Library Permission Form



By signing this form, I give my child permission to check out books from the Huron High School Library. I understand that these books have been screened for a high school library; and may contain language, violence, relationship, and other subject matter that is not age-appropriate for middle school children.

(Title of Library Book Requested)

(Parent Signature)

(Head Librarian)

(Director of Curriculum/Instruction/Assessment)

(Middle School Building Administrator)

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Copyright Policy

The Huron School District will abide by the revised Copyright Law (P.L. 94-553). The media center specialist, staff, and students will follow the "Fair-use" rule that allows them to duplicate work without permission from or payment to the copyright owners.

1. The four "fair-use" key criteria must be met.
 - a. Purpose and character of the use – in other words, how will the materials be used and by whom?
 - b. Nature and format of the copyrighted work. Each format has different allowable uses.
 - c. Amount and importance of the portion used in relation to the copyrighted work as a whole.
 - d. Effect of the intended use upon the potential market value of the copyrighted work. Will the copyright holder lose sales as a result?
2. The media specialist as copyright coordinator will be the one who can answer questions concerning the copyright law.
3. A notice warning copy machine users will be posted. This will absolve the school of any wrong doing and will place liability upon the person doing the copying.

Wording for notice recommended by the American Library Association:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS
PRIVACY POSITION STATEMENT**

The Huron School District Library Media Centers will protect and promote the privacy and confidentiality of patron records whenever possible in accordance with South Dakota law [SDCL 1-27-1.5(11)] and the Family Educational Rights and Privacy Act (FERPA).

Circulation records and other personally identifiable information will be purged from our records upon the student's exit from the Huron school District.

In collecting information for the library management system, the following questions should be considered:

- Do we need this information to operate efficiently?
- How long do we need to keep the information?
- How will we protect the information we have collected?
- How will we destroy the information we have collected?
- How will we educate our library community about what information we collect and why we collect it?

Upon consideration of these questions, district library staff will consult with the district library committee and administration to assure patron privacy is appropriately protected.

**HURON SCHOOL DISTRICT LIBRARY MEDIA CENTERS
TECHNOLOGY USE STATEMENT**

The Library Media Centers in the Huron School District abide by the Use of Technology Resources Policy, HSD School Board Policy IIBG, and expects students and staff using our technology to abide by the same rules. This policy is available in print in your building's library or on the HSD Website.

[http://www.huron.k12.sd.us/files/9414/4968/5444/IIBG Use of Technology Resources Policy.pdf](http://www.huron.k12.sd.us/files/9414/4968/5444/IIBG%20Use%20of%20Technology%20Resources%20Policy.pdf)

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

THE FREEDOM TO READ

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

The Students' Right to Read

1981

The current edition of The Students' Right to Read is an adaptation and updating of the original Council statement, including "Citizen's Request for Reconsideration of a Work," prepared by the Committee on the Right to Read of the National Council of Teachers of English and revised by Ken Donelson.

4/2017

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

The Right to Read and the Teacher of English

For many years, American schools have been pressured to restrict or deny students access to books or periodicals deemed objectionable by some individual or group on moral, political, religious, ethnic, racial, or philosophical grounds. These pressures have mounted in recent years, and English teachers have no reason to believe they will diminish. The fight against censorship is a continuing series of skirmishes, not a pitched battle leading to a final victory over censorship.

We can safely make two statements about censorship: first, any work is potentially open to attack by someone, somewhere, sometime, for some reason; second, censorship is often arbitrary and irrational. For example, classics traditionally used in English classrooms have been accused of containing obscene, heretical, or subversive elements. What English teacher could anticipate judgments such as the following--judgments characteristic of those made by many would-be censors:

- Plato's *Republic*: "This book is un-Christian."
- George Eliot's *Silas Marner*: "You can't prove what that dirty old man is doing with that child between chapters."
- Jules Verne's *Around the World in Eighty Days*: "Very unfavorable to Mormons."
- Nathaniel Hawthorne's *The Scarlet Letter*: "A filthy book."
- Shakespeare's *Macbeth*: "Too violent for children today."
- Fyodor Dostoevsky's *Crime and Punishment*: "Serves as a poor model for young people."
- Herman Melville's *Moby Dick*: "Contains homosexuality."

Modern works, even more than the classics, are criticized as "filthy," "un-American," "overly realistic," and "anti-war." Some books have been attacked merely for being "controversial," suggesting that for some people the purpose of education is not the investigation of ideas but rather the indoctrination of certain set beliefs and standards. The following statements represent complaints typical of those made against modern works of literature:

- J. D. Salinger's *The Catcher in the Rye*: "A dreadful, dreary recital of sickness, sordidness, and sadism." (Without much question, Salinger's book has been for some time the most widely censored book in the United States.)
- Kurt Vonnegut's *Slaughterhouse-Five*: "Its repetitious obscenity and immorality merely degrade and defile, teaching nothing."
- Harper Lee's *To Kill a Mockingbird*: "The word rape is used several times. Children should not see this in any literature book."

Some groups and individuals have also raised objections to literature written specifically for young people. As long as novels intended for young people stayed at the intellectual and emotional level of *A Date for Marcy* or *A Touchdown for Thunderbird High*, censors could forego criticism. But many contemporary novels for adolescents focus on the real world of young people--drugs, premarital sex, alcoholism, divorce, high school gangs, school dropouts, racism, violence, and sensuality. English teachers willing to defend the classics and modern literature must be prepared to give equally spirited defense to serious and worthwhile adolescent novels.

Literature about ethnic or racial minorities remains "controversial" or "objectionable" to many adults. As long as groups such as Blacks, Indians, Orientals, Chicanos, and Puerto Ricans "kept their proper place"--awarded them by an Anglo society--censors rarely raised their voices. But attacks have increased in frequency as minority groups have refused to observe their assigned "place." Though nominally, the criticisms of racial or ethnic literature have usually been directed at "bad language," "suggestive situations," "questionable literary merit," or "ungrammatical English" (usually oblique complaints about the different dialect or culture of a group), the underlying motive for some attacks has unquestionably been racial. Typical of censors' criticisms of ethnic works are the following comments:

- Ralph Ellison's *Invisible Man*: "The book is biased on the black question."
- Anne Frank's *Diary of a Young Girl*: "Obscene and blasphemous."
- Eldridge Cleaver's *Soul on Ice*: "Totally objectionable and without any literary value."

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Books are not alone in being subject to censorship. Magazines or newspapers used, recommended, or referred to in English classes have increasingly drawn the censor's fire. Few libraries would regard their periodical collection as worthwhile or representative without some or all of the following publications, but all of them have been the target of censors on occasion:

- *National Geographic*: "Nudity and sensationalism, especially in stories on barbaric foreign people."
- *Scholastic Magazine*: "Doctrines opposing the beliefs of the majority, socialistic programs; promotes racial unrest and contains very detailed geography of foreign countries, especially those inhabited by dark people."
- *National Observer*: "Right-wing trash with badly reported news."
- *New York Times*: "That thing should be outlawed after printing the Pentagon papers and helping our country's enemies."

The immediate results of demands to censor books or periodicals vary. At times, school boards and administrators have supported and defended their teachers, their use of materials under fire, and the student's right of access to the materials. At other times, however, special committees have been formed to cull out "objectionable works" or "modern trash" or "controversial literature." Some teachers have been summarily reprimanded for assigning certain works, even to mature students. Others have been able to retain their positions only after initiating court action.

Not as sensational, but perhaps more important, are the long range results. Schools have removed from libraries and classrooms and English teachers have avoided using or recommending works which might make members of the community angry. Many students are consequently "educated" in a school atmosphere hostile to free inquiry. And many teachers learn to emphasize their own safety rather than their students' needs.

The problem of censorship does not derive solely from the small anti-intellectual, ultra-moral, or ultra-patriotic groups which will always function in a society that guarantees freedom of speech and freedom of the press. The present concern is rather with the frequency and force of attacks by others, often people of good will and the best intentions, some from within the teaching profession. The National Council of Teachers of English, the National Education Association, the American Federation of Teachers, and the American Library Association, as well as the publishing industry and writers themselves agree: pressures for censorship are great throughout our society.

The material that follows is divided into two sections. The first on "The Right to Read" is addressed to parents and the community at large. The other section, "A Program of Action," lists Council recommendations for establishing professional committees in every school to set up procedures for book selection, to work for community support, and to review complaints against any book or periodical.

The Right to Read

An open letter to the citizens of our country from the National Council of Teachers of English

Where suspicion fills the air and holds scholars in line for fear of their jobs, there can be no exercise of the free intellect. . . . A problem can no longer be pursued with impunity to its edges. Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipe line for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.

Justice William O. Douglas,
United States Supreme Court:
Adler v. Board of Education, 1951.

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

many ways, education is an effort to improve the quality of choices open to all students. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he or she wants to read is basic to a democratic society. This right is based on an assumption that the educated possess judgment and understanding and can be trusted with the determination of their own actions. In effect, the reader is freed from the bonds of chance. The reader is not limited by birth, geographic location, or time, since reading allows meeting people, debating philosophies, and experiencing events far beyond the narrow confines of an individual's own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups.

For example, a teacher might select John Knowles' *A Separate Peace* for reading by an entire class, partly because the book has received wide critical recognition, partly because it is relatively short and will keep the attention of many slow readers, and partly because it has proved popular with many students of widely differing abilities. The same teacher, faced with the responsibility of choosing or recommending books for several small groups of students, might select or recommend books as different as Nathaniel Hawthorne's *The Scarlet Letter*, Jack Schaefer's *Shane*, Alexander Solzhenitsyn's *One Day in the Life of Ivan Denisovitch*, Pierre Boulle's *The Bridge over the River Kwai*, Charles Dickens' *Great Expectations*, or Paul Zindel's *The Pigman*, depending upon the abilities and interests of the students in each group.

And the criteria for suggesting books to individuals or for recommending something worth reading for a student who casually stops by after class are different from selecting material for a class or group. But the teacher selects, not censors, books. Selection implies that a teacher is free to choose this or that work, depending upon the purpose to be achieved and the student or class in question, but a book selected this year may be ignored next year, and the reverse. Censorship implies that certain works are not open to selection, this year or any year.

Wallace Stevens once wrote, "Literature is the better part of life. To this it seems inevitably necessary to add, provided life is the better part of literature." Students and parents have the right to demand that education today keep students in touch with the reality of the world outside the classroom. Much of classic literature asks questions as valid and significant today as when the literature first appeared, questions like "What is the nature of humanity?" "Why do people praise individuality and practice conformity?" "What do people need for a good life?" and "What is the nature of the good person?" But youth is the age of revolt. To pretend otherwise is to ignore a reality made clear to young people and adults alike on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in, books which talk of the fears, hopes, joys, and frustrations people experience, books about people not only as they are but as they can be. English teachers forced through the pressures of censorship to use only safe or antiseptic works are placed in the morally and intellectually untenable position of lying to their students about the nature and condition of mankind.

The teacher must exercise care to select or recommend works for class reading and group discussion. One of the most important responsibilities of the English teacher is developing rapport and respect among students. Respect for the uniqueness and potential of the individual, an important facet of the study of literature, should be emphasized in the English class. Literature classes should reflect the cultural contributions of many minority groups in the United States, just as they should acquaint students with contributions from the peoples of Asia, Africa, and Latin America.

The Threat to Education

Censorship leaves students with an inadequate and distorted picture of the ideals, values, and problems of their culture.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Writers may often represent their culture, or they may stand to the side and describe and evaluate that culture. Yet partly because of censorship or the fear of censorship, many writers are ignored or inadequately represented in the public schools, and many are represented in anthologies not by their best work but by their "safest" or "least offensive" work.

The censorship pressures receiving the greatest publicity are those of small groups who protest the use of a limited number of books with some "objectionable" realistic elements, such as *Brave New World*, *Lord of the Flies*, *Catcher in the Rye*, *Johnny Got His Gun*, *Catch-22*, *Soul on Ice*, or *A Day No Pigs Would Die*. The most obvious and immediate victims are often found among our best and most creative English teachers, those who have ventured outside the narrow boundaries of conventional texts. Ultimately, however, the real victims are the students, denied the freedom to explore ideas and pursue truth wherever and however they wish.

Great damage may be done by book committees appointed by national or local organizations to pore over anthologies, texts, library books, and paperbacks to find passages which advocate, or seem to advocate, causes or concepts or practices these organizations condemn. As a result, some publishers, sensitive to possible objections, carefully exclude sentences or selections that might conceivably offend some group, somehow, sometime, somewhere.

The Community's Responsibility

American citizens who care about the improvement of education are urged to join students, teachers, librarians, administrators, boards of education, and professional and scholarly organizations in support of the students' right to read. Only widespread and informed support in every community can assure that

- enough citizens are interested in the development and maintenance of a superior school system to guarantee its achievement;
- malicious gossip, ignorant rumors, and deceptive letters to the editor will not be circulated without challenge and correction;
- newspapers will be convinced that the public sincerely desires objective school news reporting, free from slanting or editorial comment which destroys confidence in and support for schools;
- the community will not permit its resources and energies to be dissipated in conflicts created by special interest groups striving to advance their ideologies or biases; and
- faith in democratic traditions and processes will be maintained.

A Program of Action

Censorship in schools is a widespread problem. Teachers of English, librarians, and school administrators can best serve students, literature, and the profession today if they prepare now to face pressures sensibly, demonstrating on the one hand a willingness to consider the merits of any complaint and on the other the courage to defend their literature program with intelligence and vigor. The Council therefore recommends that every school undertake the following two-step program to protect the students' right to read:

the establishment of a representative committee to consider book selection procedures and to screen complaints; and a vigorous campaign to establish a community atmosphere in which local citizens may be enlisted to support the freedom to read.

Procedures for Book Selection

Although one may defend the freedom to read without reservation as one of the hallmarks of a free society, there is no substitute for informed, professional, and qualified book selection. English teachers are better qualified to choose and recommend books for their classes than persons not prepared in the field. Nevertheless, administrators have certain legal and professional responsibilities. For these reasons and as a matter of professional courtesy, they should be kept informed

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

about the criteria and the procedures used by English teachers in selecting books and the titles of the books used.

In each school the English department should develop its own statement explaining why literature is taught and how books are chosen for each class. This statement should be on file with the administration before any complaints are received. The statement should also support the teacher's right to choose supplementary materials and to discuss controversial issues insofar as they are relevant.

Operating within such a policy, the English department should take the following steps:

Establish a committee to help other English teachers find exciting and challenging books of potential value to students in a specific school. Schools without departments or small schools with a few English teachers should organize a permanent committee charged with the responsibility of alerting other teachers to new books just published or old books now forgotten which might prove valuable in the literature program.

Devote time at each department meeting to reviews and comments by the above committee or plan special meetings for this purpose. Free and open meetings to discuss books of potential value to students would seem both reasonable and normal for any English department. Teachers should be encouraged to challenge any books recommended or to suggest titles hitherto ignored. Require that each English teacher give a rationale for any book to be read by an entire class. Written rationales for all books read by an entire class would serve the department well if censorship should strike. A file of rationales should serve as impressive evidence to the administration and the community that English teachers have not chosen their books lightly or haphazardly.

Report to the administration the books that will be used for class reading by each English teacher.

Such a procedure gives each teacher the right to expect support from fellow teachers and administrators whenever someone objects to a book.

Form B1

Huron School District Library Media Center Donation Acknowledgement Form
The following items have been donated to the __ (your school) __ School Library Media Center to be used at their discretion: _____

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

Donor Name: _____ Address: _____ Phone: _____
The above items have been given to the <u>(your school)</u> Library Media Center to be used at their discretion and when no longer useful, the media center will dispose of them according to their Collection Development Policy. <p style="text-align: center;">Donor</p> Signature _____ Date: _____
Received by <u>(your school)</u> Library Media Center Signature _____ Position: _____ Date: _____

**HURON SCHOOL DISTRICT NO 2-2
EQUIPMENT SOLD – TRADED – DESTROYED**

DATE: _____

As of the above date the following equipment has been:

SOLD TRADED DESTROYED (Please circle one)

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

School ID #	Item	Manufacturer	Model #	Serial #	Vendor	Date Acq.	Cost/Value

Building

Building Supervisor

Make in duplicate: One copy for building and one copy for business office.

(This should be landscape)

HURON PUBLIC SCHOOLS
LIBRARY AIDE EVALUATION REPORT
Copies to: Superintendent, Librarian, Library Aid, Principal.

Library Aide:

School:

Date:

Key: 1-Above Average, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory 5-Rating Unknown

1. Personal Appearance
Comment:

 1 2 3 4 5

2. Courtesy and Friendliness
Comment:

3. Reliability
Comment:

4. Aggressiveness and Industriousness

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

Comment:

- | | | |
|----|--|-------|
| 5. | Cooperation with Teachers, Principal, Public
Comment: | _____ |
| 6. | Library Aide Skills—Overall Rating
Comment: | _____ |
| | a. Computer Files-Cataloging, Circulation and other records
Comment: | _____ |
| | b. Assisting Students and Teachers in use of Library Resources
Comment: | _____ |
| | c. Clerical duties as outlined in Policies and Procedures Manual
Comment: | _____ |
| 7. | Attitude Toward Job
Comment: | _____ |
| 8. | Ability to Supervise and Plan
Comment: | _____ |
| 9. | Punctuality
Comment: | _____ |

GENERAL COMMENTS:

(Any item checked 3, 4, or 5 requires an explanation located in the comment section following the item.)
 Recommendation for 2006-2007 School year: () Recommended, () Not Recommended, () Recommended with Qualifications

Report was discussed with Library Aide on: _____(Date)

 (Library Aide's Signature)

(Supervisor's Signature)

Huron Public Schools
LIBRARIAN OBSERVATION RECORD

Librarian:

School:

Date

This observation record is to be completed by the supervisor. Following a conference with the librarian observed, signed copies will be distributed to the

Superintendent, Principal and Librarian.

S Satisfactory **N** Needs Improvement **U** Unsatisfactory **N** Not Observed

1. Interpersonal Skills

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH STUDENTS:

- A. ___ Communicates effectively with students and staff.

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

B. ___ Interacts with individual students in a mutually respectful and friendly manner.

C. ___ Protects each user's right to privacy and confidentiality in library media center use.

D. ___ Demonstrates understanding and acceptance of different views and values.

E. ___ Gives constructive criticism and praise when appropriate.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH EDUCATIONAL STAFF:

A. ___ Interacts with colleagues in planning instructional activities for students.

B. ___ Shares ideas and methods with other teachers and staff.

C. ___ Makes appropriate use of support staff services.

D. ___ Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.

E. ___ Informs administrators and/or appropriate personnel on school related matters.

F. ___ Responds constructively to criticism, advice, questions and recognition.

DEMONSTRATES POSITIVE INTERPERSONAL RELATIONS WITH PARENTS/STUDENTS:

A. ___ Provides a climate that encourages communication between the library media center and parents or students.

B. ___ Cooperates with parents in the best interest of students.

C. ___ Handles complaints and/or challenged materials in a firm but friendly manner.

2. Curriculum Knowledge

PLANS AND IMPLEMENTS THE LIBRARY MEDIA CENTER PROGRAM OF LIBRARY MEDIA

SKILLS:

A. ___ Considers long-range objectives when planning instruction appropriate to subject and grade levels.

B. ___ Develops sequential, short-range objectives that facilitate progress toward defined long-range objectives.

C. ___ Demonstrates knowledge of the general curriculum and

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

observes

recommended steps of teaching when informal instructional situations.

D. ___ Plans with teachers to identify and implement the library media center skills curriculum within the classroom curriculum.

E. ___ Encourages independent use of the facility and equipment by students and staff.

F. ___ Serves as instructional resource consultant and media specialist to teachers and students.

3. Instructional Skills and Techniques

A. ___ Provides in-service training and library media center orientation as needed.

B. ___ Administers resource sharing, interlibrary loan and/or networking activities.

PROMOTES THE DEVELOPMENT OF READING SKILLS AND READING APPRECIATION:

A. ___ Conveys enthusiasm for books and reading.

B. ___ Develops activities and/or provides individual guidance to motivate reading.

SUPPORTS CLASSROOM TEACHERS IN THEIR INSTRUCTIONAL UNITS:

A. ___ Assists in choosing and collecting appropriate materials.

B. ___ Cooperatively plans and teaches content appropriate to library media center objectives.

PROVIDES RESOURCES FOR PROFESSIONAL GROWTH OF FACULTY AND STAFF:

A. ___ Identifies and encourages use of materials from the library media center.

B. ___ Informs staff of new materials, equipment and research in which they have special interest.

4. Media Center Management

RECOGNIZES THE CRITICAL ROLE OF INFORMATION RETRIEVAL IN THE FUTURE OF EDUCATION:

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

- A. __ Makes long-range plans that guide the development of the library media center.
- B. __ Provides leadership in using newer technologies for instruction.

ESTABLISHES AND MAINTAINS AN ENVIRONMENT IN WHICH STUDENTS AND STAFF CAN

WORK AT PRODUCTIVE LEVELS:

- A. __ Maintains the library media center in a functional, attractive and orderly environment conducive to student learning and to support the objectives of the instructional program, providing areas for various types of activities.
- B. __ Assumes responsibility for proper care and safety of library media center facilities, materials and equipment.

MANAGES STUDENT BEHAVIOR IN A CONSTRUCTIVE MANNER:

- A. __ Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control.
- B. __ Exercises consistency in discipline policies.
- C. __ Corrects disruptive behavior constructively.

DEMONSTRATES COMPETENCY IN SELECTION, ACQUISITION, CIRCULATION AND MAINTENANCE OF MATERIALS AND EQUIPMENT:

- A. __ Uses a district-approved selection policy based on state guidelines.
- B. __ Selects materials and equipment that support the curriculum and promote the school's educational philosophy.
- C. __ Uses approved business procedures for ordering and receiving materials and equipment.
- D. __ Classifies, catalogs, processes and organizes for circulation the education media and equipment according to professional standards established by state and local sources.
- E. __ Uses clearly stated circulation procedures.
- F. __ Establishes and/or follows procedures for maintenance and repair of media equipment.
- G. __ Periodically weeds and reevaluates the collection to

HURON SCHOOL DISTRICT 2-2 LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL

assure a
current, attractive and well-balanced collection.

H. ___ Assists in production of materials as feasible.

PREPARES STATISTICAL RECORDS AND REPORTS NEEDED TO ADMINISTER THE
LIBRARY

MEDIA CENTER:

A. ___ Maintains a current inventory of holdings to assure
accurate records.

B. ___ prepares and submits to administrators such reports as
are needed to promote short and long-term goals of the library media
center.

C. ___ prepares and submits reports to other educational
officials as
requested.

TRAINS AND SUPERVISES LIBRARY MEDIA CENTER PERSONNEL TO PERFORM
DUTIES

EFFICIENTLY:

A. ___ Trains and supervises media technicians and student
assistants in clerical tasks.

B. ___ Trains and supervises library media center personnel to
circulate materials and equipment.

C. ___ Trains and supervises library media center personnel to
assist
students and staff in the use of the library media center.

5. Professional Growth

PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES:

A. ___ Sets goals for self-improvement.

B. ___ uses the self-evaluation to improve professionally.

C. ___ Keeps abreast of developments in library science and
issues related to teaching.

D. ___ Demonstrates commitment by participating in professional
activities (e.g., professional organizations, course work,
workshops,
conferences.)

E. ___ Takes advantage of opportunities to learn from
colleagues, students, parents and the community.

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

FOLLOWS THE POLICIES AND PROCEDURES OF THE SCHOOL DISTRICT:

A. ___ Strives to stay informed about policies and regulations applicable to his/her position.

B. ___ Selects appropriate channels for resolving concerns/problems.

DEMONSTRATES A SENSE OF PROFESSIONAL RESPONSIBILITY:

A. ___ Completes duties promptly, dependably and accurately in accordance with established job description.

B. ___ demonstrates a responsible attitude for student management throughout the entire building.

SIGNATURE OF EVALUATOR _____ **DATE** _____

SIGNATURE OF MEDIA SPECIALIST _____ DAT

**Huron School District 2-2
Library Media Centers
Policies & Procedures Manual**

**HURON SCHOOL DISTRICT 2-2
LIBRARY MEDIA CENTERS' POLICIES & PROCEDURES MANUAL**

**Approved as School District Policy
By the Huron School Board**

Board Chairman

Date

Superintendent of Schools

Date

Director of Library Media Centers

Date

Associated School Boards of South Dakota	NEPN Code: EEACC (JFCC)
Policy Reference Manual	

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

In view of the fact that a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself or herself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The building principal will inform the parents of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Legal References:


SDCL 13-32-2 (Physical force authorized when necessary)
SDCL 13-32-4 (School board to assist in discipline)

Cross References:

ECAC - Video Surveillance

Reviewed: 12/13/2012

Revised: 02/09/2012

	Huron School District #2-2	Code: JFCC Student Conduct on School Buses
	Policies and Regulations	

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control.

In view of the fact that a bus is an extension of the classroom, the Board will require children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself or herself properly on a bus, such instances will be brought to the attention of the **transportation supervisor** by the bus driver. The transportation supervisor will inform the parents immediately of the misconduct and request their cooperation in modifying the child's behavior. The **transportation supervisor** will confer with the building principal regarding student misconduct.

Children who do not follow the Rules of Conduct or direction of the bus driver or other supervisory personnel on the school bus may have their riding privileges suspended. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Notes – Recommend Revising Current Policy and Changing Code to JFCC.

Associated School Boards of South Dakota	NEPN Code: EEACC-R (JFCC-R)
Policy Reference Manual	

**STUDENT CONDUCT ON SCHOOL BUSES
(Regulation)**

Buses are provided for those students whose distance from school or health make this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses.


1. Students should always be at the bus stop at least five minutes before the bus is scheduled to be there. Students should remain well back from the roadway while awaiting the arrival of the bus.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion.
4. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
5. Bus riders who must cross a street at their bus stop will cross in front of the bus.
6. Students will keep their hands, arms and heads inside the bus.
7. Shouting, screaming, smoking, running, fighting, vulgar talk and pushing are not permitted.
8. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
9. No drinking or eating is permitted on the bus.
10. All riders should help to keep the bus clean and sanitary on the inside.
11. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
12. Bus riders are expected to be courteous and obedient to bus drivers at all times.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

Legal References:

SDCL 13-32-2 (Physical force authorized)
SDCL 13-32-5 (Injury to school property)

Reviewed: 12/13/2012
Revised: 01/01/2007

	Huron School District #2-2	Code:
	Policies and Regulations	JFCC-R Student Conduct on School Buses (Regulation)

STUDENT CONDUCT ON SCHOOL BUSES

(Regulation)


Buses are provided for those students whose distance from school or health make this service essential.

Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses.

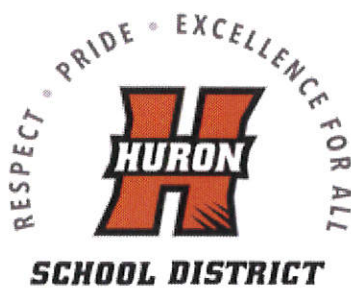
1. Students should always be at the bus stop at least five minutes before the bus is scheduled to be there. Students should remain well back from the roadway while awaiting the arrival of the bus.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion.
4. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
5. Bus riders who must cross a street at their bus stop will cross in front of the bus.
6. Students will keep their hands, arms and heads inside the bus.
7. Shouting, screaming, smoking, running, fighting, vulgar talk and pushing are not permitted.
8. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
9. No drinking or eating is permitted on the bus.
10. All riders should help to keep the bus clean and sanitary on the inside.

	Huron School District #2-2	Code:
	Policies and Regulations	JFCC-R Student Conduct on School Buses (Regulation)

11. Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
12. Bus riders are expected to be courteous and obedient to bus drivers at all times.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

Notes – Recommend Revising Current Policy and Changing Code to JFCC-R (Regulation)



Linda J Pietz
Director of Curriculum,
Instruction & Assessment
Linda.Pietz@k12.sd.us

Tiger After-School Program Handbook Proposed Changes for 2018-2019

January 9, 2019

The Tiger After-School Program (TAP) director has reviewed and revised the TAP Handbook and is submitting the document to the Huron School District Board of Education for approval.

The following changes were made:

- Clarified policy on student attendance p. 2, recommended by DSS
- Highlighted in yellow

Thank you.

Linda Pietz
TAP Director

GENERAL POLICIES:

Registration:

Registration forms are available at each school building and in the Instructional Planning Center in the Huron Arena. Registration forms must be returned before a student can attend the program. Registration papers must be completed and signed by a parent/guardian for each program year. **Registration forms must be updated when information changes concerning schedules, phone numbers, addresses, and emergency contacts.** A signed student registration is considered acceptance by the parent/guardian of the policies and regulations laid out in this handbook and school district policy.

All records and information about children and their families will be protected with the strictest confidentiality. Any changes to the schedule will be communicated as soon as possible to the parents/guardian, signs will be posted and flyers distributed at the TAP sites and the TAP and Huron School District Social Media pages will be updated.

Parent support, communication, and involvement are key factors of each child's development and are essential for the successful operation of TAP. We will work closely with parents/guardians to understand your child's needs.

Staff:

Staff members at TAP are screened before hiring. A thorough orientation process is completed with each staff member.

Child Abuse and Abandoned Children Policy:

As a public school district, all Huron School District staff and volunteers are under obligation by law to report any suspected cases of child abuse or neglect.

Attendance Policy:

To maintain enrollment in the TAP program, children must fully attend TAP 90% of the days they attend school each month (from 3:30 pm - 4:45 pm). Students who do not meet the attendance criteria will be immediately withdrawn from the program at the end of the month. **Attendance Waiver (Appendix D) Upon acceptance into TAP, parents may list the regularly scheduled after school activities in which their children participate and the documented dates/hours will be exempt from the 90% attendance calculation.*

Cost:

There will be no charge for any student attending TAP.

Hours:

Program hours are from 3:30-5:30 Monday through Friday for grades K-5. There will be no TAP on school vacation days, early release teacher in-service days, parent-teacher conference days and when school is canceled or dismissed early due to weather conditions. Parents will be notified by the site supervisor when TAP will not occur by sending notes home with students, 'NO TAP' signs on front doors of school, placed in school announcements, etc... **TAP will begin on September 17, 2018 and end on Friday, May 10, 2019.**

If a child does not arrive at the after school program, the program will check with the child's teacher and/or school office to determine if the child was absent from school or left school early. If the child was in school at the end of the day and cannot be located in the school building, the child's parents or emergency contacts will then be notified that the child did not arrive at the after school program. If the program cannot make contact with the parents or emergency contacts and the child's whereabouts are still unknown, then the SRO or law enforcement will be contacted for further assistance.

If a child has not been picked up from the after-school program by 5:30 p.m., the site supervisor will attempt to contact the parent and other adults listed on the child's registration form. If the parent is not at the school by this time, the site supervisor has been instructed to call the district's resource officer.

Huron School District Academic Calendar 2019-2020 School Year

(PTC / OH / ER subject to change)

School Board Approved 00/00/2019

AUGUST 2019						
SUN	MON	TUES	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	+19++	+20	+21	+22	+23	24
25	+26+++	+27	+28	+29+	+30	31

+ NEW tch workdays ++New tch lunch/sub in-service +Teach In-serv ++ All Staff Lunch
 + Elem Open House (K-1 4:30-5:30)(2-3 5:30-6:30)(4-5 6:30-7:30) +State Fair
 ** MS Welcome Back 5:00,6:00,7:00pm ☉ 9th Orient 7pm English/8pm Spanish & Karen
 ☉☉ Fr Day 9am

SEPTEMBER 2019 (20=0)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	+2	☉3✓	4✓	5✓	6✓	7
8	κ 9☉	10	11+	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

• State Fair / Labor Day
 ☉ 1st Day of School ✓ Kindergarten Screen κ Kindergarten 1st Day
 ☉ HS Open House 6:40pm + Early release (is Homecoming Parade)

OCTOBER 2019 (22=42)						
SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2+	3	4	5
6	+7	8	9	10	11	12
13	14	15☐	16	17☐	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

+Native American Day + Early release ☐ 4-5 PT Conf (3:30-6:45)
 ☐ MS PT Conf (3:30 to 6:45) × HS PT Conf (5:30-8:45 pm)

NOVEMBER 2019 (18=60)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11+	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27+	28++	29++	30

+ Early release + Vet Day *K-1 PT Conf (3:30-6:45) **2-3 PT Conf (3:30-6:45)
 ** Holiday Break

DECEMBER 2019 (15=75)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4+	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	+23	+24	+25	+26	+27	28
29	+30	+31				

+ Early release × HS PT Conf (5:30-8:45 p.m.) +Holiday Break

ELEMENTARY/MIDDLE SCHOOL/HIGH SCHOOL

Quarter will end on date set at grade level.

End of 1st Semester - January 17 (87 days)
 End of 2nd Semester - May 28 (87 days)

GRADUATION	Sunday, May 24, 2020	2:00 p.m., Huron Arena
-------------------	-----------------------------	-------------------------------

- 174 Student Contact Days
- 2 Conference Days
- 4 Teacher In-Service Days
- .5 Teacher Check-out (1/2 day)
- 180.5 Total Teacher Days

JANUARY 2020 (12=87)(9=96)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			+1	2	3	4
5	6	7	8	9	10	11
12	13	14	15+	16	17	18
19	+20	21	22	23	24	25
26	27×	28	29	30	31	

+ Early release ☉☉Cr Recovery Day • New Years Day Holiday
 × High School Registration Open House 5:30 – 8:45
 ••Martin Luther King Holiday

FEBRUARY 2020 (19=28=115)						
SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12+	13	14	15
16	+17	18	19	20	21	22
23	24	25	26	27	28	29

+ Early release + Presidents' Day

MARCH 2020 (20=48=135)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3☐	4+	5☐	+6	7
8	9	10	11	12	13	14
15	16	17	18	19	+20	21
22	23	24	25	26	27	28
29	30	31				

☐ 4-5 PT Conf (3:30-6:45)
 + Early release × HS PT Conf (5:30 – 8:45)
 ☐ MS PT Conf (4:00-7:15) ••Hosting State Debate – No School ••• Spring Break

APRIL 2020 (20=68=155)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1+	2	3	4
5	6	7	8	9	+10	11
12	+13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

+ Early release * K-1 PT Conf (3:30-6:45)
 ** 2-3 PT Conf (3:30-6:45) + Vacation

MAY 2020 (19=87=174)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6+	7	8	9
10	11	12	13	14	15	16
17	18 _{AB}	19	20 _B	21	22	23
+24	+25	26☐	27	+28+	29☐	30

☉ Last day of classes ☐Teacher Checkout +Memorial Day +Early release
 AB Athletic Awards Program
 B Baccalaureate
 ☐ 8th grade promotion
 ++ Graduation

Staff Development) Early Release Days


Sep 11 Oct 2 Nov 6 Dec 4
 Jan 15 Feb 12 Mar 4 Apr 1 May 6
 (Sep 27?, Nov 27, May 28 also Early Release)

MAKE-UP DAYS FOR SNOW

May 29, June 1,2,3,4,5

CONFERENCES: (All to be determined by principals after calendar approved)

K & 1st Gr Center:
 2nd & 3rd Gr Center:
 4th & 5th Gr Center: Oct 15, Oct 17, Mar 3, Mar 5
 Middle School:
 High School: (Registration Night)

	Huron School District #2-2	Code: GDBD-1(N)
	Policies and Regulations	Support Staff Leaves & Absences Sick Leave Plan/Class I

**SUPPORT STAFF LEAVES AND ABSENCES
SICK LEAVE PLAN/CLASS I**

1. Twelve full days of sick leave for the first year in the Huron school system and twelve full days of sick leave for each succeeding year cumulative to 120 days shall be allowed every Class I employee without deduction in pay for the sick leave period to which the Class I employees are entitled. Accumulation of days will not be retroactive to the 1975-76 effective date.


Sick leave will accumulate on the following schedule. On the first day of term of employment, each Class I employee will be granted one day sick leave. At the end of each calendar month, he/she will be granted one additional day until he/she has earned twelve days.

Class I employees may borrow sick leave from the normal yearly allowance, if employment is terminated prior to the end of the employment term, the following procedure will prevail; all used, but non-accumulated days will be deducted from the last pay check at the normal daily rate. (Number of yearly working days divided into the agreed base salary.)

Examples of cumulative days:

1st year --12 days total	6th year --72 days total
2nd year --24 days total	7th year --84 days total
3rd year --36 days total	8th year --96 days total
4th year --48 days total	9th year - 108 days total
5th year --60 days total	10th year -120 days total

2. Sick leave may be taken because of personal illness, injury, or on order of a physician to remain absent due to exposure to disease, or to obtain the services of a medical professional that cannot be obtained during the non-school hours. One-half day is the minimum sick leave period.
3. When a Class I employee is sick for a period in excess of the cumulative sick leave period, he/she shall be granted the privilege of paying the school district for the cost of the substitute for a period equivalent to the amount of sick leave which he/she had accumulated as of June 30, 1975. Substitute pay shall be charged at the rate of \$23.36 per day. After this period of time, the board of education will cease payment to the Class I employee. If the disability or incapacity should continue for sixty (60) calendar days after this period of time, the board of education, at its option, may cancel and terminate this agreement and thereupon be released from all further obligations whatsoever hereunder.

	Huron School District #2-2	Code: GDBD-1(N)
	Policies and Regulations	Support Staff Leaves & Absences Sick Leave Plan/Class I

4. Effective July 1, 1975, accumulation of sick leave at substitute deduct pay will be phased out. Sick leave minus substitute pay deduct will be frozen at the June 30, 1975 level.

5. Doctor's Certificate Clause

After an absence from school due to sickness or illness, the employee may be required to furnish proof of illness. This proof will be in the form of a doctor's certificate. The board of education, at its expense, may also request a physical examination of the employee by a physician designated by the board. The decision of the school physician shall be final.

Additional Sick Leave Benefit:


6. Class 1 employees will establish a system of requesting/donating sick leave days.

A Class I employee who is diagnosed with a serious, life-threatening illness that will require him/her to use all of his/her sick leave, vacation, and short term leave days may appeal to the Class 1 employee group for an individual donation of up to 2 days of sick leave per fiscal year from each group member. However, no more than two days of sick leave may be donated by any Class 1 employee during any fiscal year. This limitation is not applicable to vacation days. This appeal will be made either by email or written request and sent to each employee in the group. A list of Class 1 employees can be obtained from the Business Office. Whether to donate to the request will be left to each individual employee's discretion. Any employee wishing to donate sick leave or a vacation day will either email or send to the Business Office a written statement of the number of days he/she is willing to donate. The Business Office will notify the employee making the request how many days of sick leave have been donated by the group.

This does not include maternity leave, family illnesses, or illness that does not require continued physician monitoring.

7. Class I employees will be paid \$60 (sixty dollars) per day for each day of earned accumulated sick leave that is eligible for carryover, a maximum of 50 days, when they end employment. Sick leave pay-out will not take place if a staff member is terminated for cause from their work.

Employees scheduled for less than 8 hours per day will be paid for each day on a percentage basis equal to the percent of their scheduled hours.

	Huron School District #2-2	Code: GDBD-1a (N)
	Policies and Regulations	Support Staff Leaves & Absences Sick Leave Plan/Class II, III,IV

**SUPPORT STAFF LEAVES AND ABSENCES
SICK LEAVE PLAN/CLASS II, III, IV**

CLASS II, III, IV


Class II Ten days sick leave per year. May accumulate up to fifty (50) days to be carried to the next school year.

Class III Any Class III employee that has been employed for a period of one school year (150 days) is eligible for five (5) days sick leave per year. May accumulate up to ten (10) days to be carried to the next school term.

Class IV No sick leave benefits.

- 1) Sick leave may be taken because of personal illness, injury, or an order of a physician to remain absent due to exposure to disease, or to obtain the services of a medical professional that cannot be obtained during the non-school hours. One-half day is the minimum sick leave period.
- 2) **Doctor's Certificate Clause**
After an absence from school due to sickness or illness, the employee may be required to furnish proof of illness. This proof will be in the form of a doctor's certificate. The board of education, at its expense, may also request a physical examination of the employee by a physician designated by the board. The decision of the school physician shall be final.
- 3) **Class I employees will be paid \$60 (sixty dollars) per day for each day of earned accumulated sick leave that is eligible for carryover, a maximum of 50 days, when they end employment. Sick leave pay-out will not take place if a staff member is terminated for cause from their work.**

Employees scheduled for less than 8 hours per day will be paid for each day on a percentage basis equal to the percent of their scheduled hours.

	Huron School District #2-2	Code:
	Policies and Regulations	GDBD-9.1 (N) Class I Classified Short Term Leave

Class I classified employees may acquire two days of short term leave by working activities.

Employees shall be granted two days off for working four events.

Employees may work additional events/activities and receive the current rate of pay for those events/activities. (Employee must fulfill the short term leave requirement before working events for pay.)

Beginning with the 2018-2019 school year, class I classified employees will carry over – for one year – either or both of the two short-term leave days that have not been used. Carry-over days must be used in the following school year. Any class I classified employee who has not used the two days of his/her short term leave by the end of the following school year will be reimbursed for these days at the rate of \$120.00 per day. An employee leaving the district will be paid for his/her unused short-term leave days at the conclusion of his/her final year of employment.

Procedures for Leave Requests:

The class I classified employee shall submit his/her request for leave on a leave application form to their immediate supervisor for the supervisor’s and superintendent’s approval at least five (5) working days in advance of the anticipated absence. A copy of the leave form shall be filed with the immediate supervisor. In cases of an emergency, the employee shall make application as far in advance of the anticipated absence as is possible.

Short term leave may be granted prior to and following other vacations and holidays.

An applicant for leave under this policy need not state the reasons for which the leave is sought.